**Entrepreneurs and their involvement in the Economy**

**Lesson Plan #1**

**Teacher Candidate \_\_Kenneth Elm\_ Grade Level\_\_3rd\_\_ Date of lesson: November 11, 2015\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**The Unit goal is for students to gain a better understanding of Economics and how the economy not only affects monetary issues but also affected people’s lives directly and indirectly.**

Social Studies: Grade 3  
**3SS4: Economics Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**  
**3SS4.e: Identify factors that contribute to personal human capital. *Examples: school work, volunteering, and participating in community organizations  
  
Standard V.B.3 -Evaluate, take, and defend positions on issues regarding economic rights . . . including the right to establish and operate a business, copyright, and patent.***

English Language Arts: Grade 3  
**3E1b: Comprehension and Analysis of : Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

**3E1b.3: Ask questions and support answers by connecting prior knowledge with literal information from the text. Nonfiction and Informational Text**

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**Students will be familiar with the basic use of computers, and how to conduct a search via Google® or Yahoo® or some other search engine. They will be able to read at a second grade reading level. Student will be familiar with the term Economy from their previous school year (Standard: 2SS5: Economics Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.) and the basics of production and consumption and what effects production.**

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**The student can understand how the location of regions affects activity in a market economy.**

**The student can understand entrepreneurship in a market economy.**

**The student can use the research process.**

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will select a product that has a patent and that they could sell.

Students will fill out the chart provided and justify their selections with appropriate information demonstrating they understand what they will need to do in order to market their selected product.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Internet access

[**This YouTube video**](https://youtu.be/vr5aMjUTVOc)may be helpful in looking for patents.

[This Video](https://youtu.be/pdal4PJJgOA) can help students develop a patent.

Primary source documents

[**Use of Docs TEACH website**](http://docsteach.org/documents/search?menu=open&mode=search&sortBy=relevance&q=patents&commit=Go)to obtain information about patents and early entrepreneurs.

ELMO digital projector

Graphic organizers (Vin diagram and the bubble chart) attached at the end of this lesson plan.

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Guided Inquiry focuses on students' interest and curiosity by seeking a high level of student involvement in observing, investigating, and drawing inferences to form a hypothesis. The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry.**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Play [this video](https://youtu.be/CEnMT9bz_B4) from ASU then have an open discussion with students to discover their thoughts on what is an Entrepreneur (A person who organizes and operates a business or businesses, taking on financial risk to do so. A promoter in the entertainment industry.) Have them create a list together as a class of any entrepreneurs either modern or in the past, and why they think that person is an entrepreneur?

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**MINI Lesson 1: The lesson will begin with the question “What does the word Economy mean?” Then ask the open ended question “Why is an economy important?” and “How can people affect the economy?”**

**The students’ answers will be written on the Smartboard or shown via the ELMO. I will ask probing questions to have them discuss the theory of “supply and demand” and how then where the supply comes from and how supply may be affected by different regions. Finally try to elicit their thoughts on how people contribute to the economy.**

**Once we have determined people can be part of a supply and demand model or contribute to it directly, I will demonstrate how to use the DOCS TEACH.org website to look at different patents. I will select Alexander Graham Bell’s Telephone patent from March 7, 1876. We will discuss why the students think Bell developed the telephone, its impact on the economy, and if the location of its sale and use was restricted and how. Next I will review how to search for information via a search engine. I will look for ways Bell’s patent has been used. i.e. the telephone, or where it is used, homes, businesses, schools. How it is packaged and sold. I will model how to use the information gathered to fill out the graphic organizer at the end of this lesson.**

**Next I will have the students log into the docsteach.org website and locate a patent that they which to research. Once they have a patent I will review their selection to ensure it is school and age appropriate and then they can begin researching the patent’s use and value for their graphic organizer.**

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Once their research is complete and they have filled out the graphic organizer they will print the patent they selected and describe to the class the patent and why they chose it and how it has been used. The student’s graphic organizer and patent will be displayed in the classroom in order to remind them that any idea could become something useful to many people.**

**The students will discuss which patent they think has been most useful and how it has changed how we live or where we live.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| T.J. | T.J. is autistic and has a reading comprehension level below grade level and requires the use of an aid to model writing ideas and to help with reading comprehension.  Reading assessments have shown T.J. to lack at grade level comprehension skills. His autism has been doctor diagnosed and an IEP has been implemented to help him remain in the general Ed. classroom. | I will suggest the aid ask T.J. what type of things he would like to look for then have the aid show him which words to type for his patent search. T.J. can look at the pictures of the patents to make his selection and the aid can ask him to describe what he would put for each of the bubbles in the graphic organizer. The aide can type his answers directly on the document and once T.J. is comfortable, the aide can shift to writing the answers down and T.J. can type them himself. |
| Chad | Chad has been diagnosed with a severe case of Tourette Syndrome. When Chad has to conduct computer work his tics and witches affect his typing and he becomes frustrated which exacerbate his condition further.  Chad became so frustrated during our last computer research lesson that he began to scream at the computer and fell out of his seat. The students laughed at his behavior which infuriated Chad more and added to his frustrations. | The school has purchased a few talk to text program licenses. Chad can use this program to speak his words instead of typing. This will allow him to remain calm which may also lessen his tics instead of making them worse. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

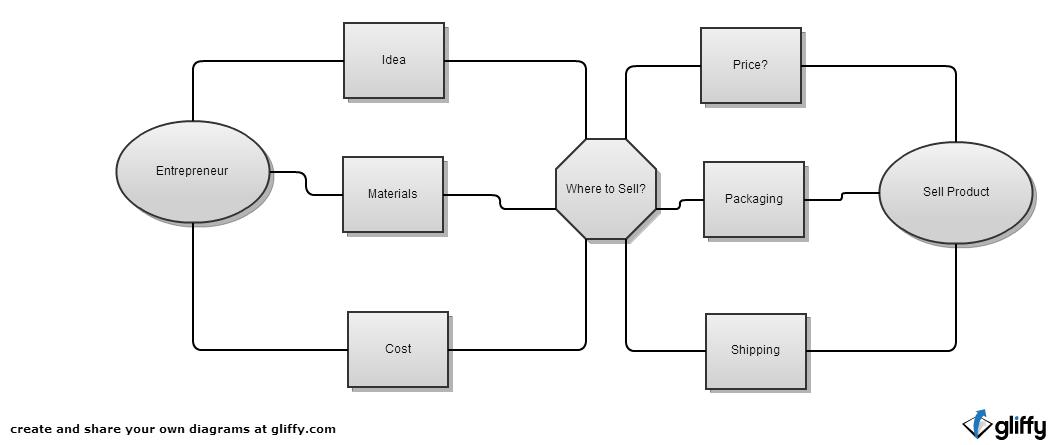
2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

Lesson Activity- Steps to becoming an entrepreneur. Use the follow as a guide for filling out the Bubble chart.

* Have students fill in the bubbles.
* Entreprenuer=Name
* Idea=Product
* Materials=What they will need
* Cost=How much to make it
* Where to sell=Where are they going to sell it
* Price=How much are they selling it for
* Packaging=How much will it cost to package it and what kind of packaging
* Shipping=How are they going to ship their product? Or is it going to just be local?
* Sell Product= Finally, how much will they make per item?



Extending the lesson-

Entreprenuer Buisness